



Early Years Overview St. Vincent's Catholic Primary School



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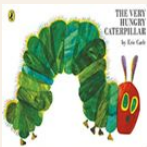

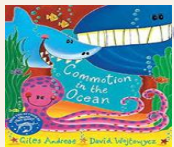
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Year Overview

Area Of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ourselves and Animals	Seasons and Celebrations	Traditional Tales	Growing	Heroes	Under The Sea
Key Experiences	Starting School Visit to Church Visit to Library Meeting Year 6 Special Friends.	Deliver Letters to Father Christmas. Walk to Post Office. Nativity Performance.	New Year. Valentine's Day. Chinese Dragon Parade. Visit to Library	Trip to Farm. Easter Celebrations. Easter Service in Church	Visits from people Who help us.	Trip to museum. Sports Day. End of Year Party. St. V Fest
Core Texts- Literacy Pathways						
Nursery Rhymes	Head Shoulders Knees and Toes. If you're happy and you know it. Five Little Monkeys	Twinkle Twinkle Little Star. 10 Fat Sausages. 5 Currant Buns	Humpty Dumpty. Jack and Jill . Little Miss Muffet. 5 Little Speckled Frogs	Round and Round The Garden. Incy Wincy Spider Mary Mary Quite Contrary..	The Grand Of duke of York. The Wheels On The Bus. Old Mcdonald.	Once I caught a fish alive. Row your boat. A sailor went to sea.
Other Key Texts						

Communication and Language

Curriculum Coverage	Autumn	Spring	Summer
Nursery	<p>Focus on activity of their own choice.</p> <p>Understand a question or instruction that has one part.</p> <p>Listen to simple stories and understand what is happening with help of pictures.</p> <p>Know familiar rhymes that have been taught.</p> <p>Developing pretend play.</p>	<p>Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions and sometimes respond appropriately.</p> <p>Enjoy listening to longer stories.</p> <p>Know many rhymes and be able to join in with Helicopter stories.</p> <p>Use longer sentences when speaking.</p> <p>Use talk to organise themselves. I.e: Let's go on the bus, I will be the driver.</p>	<p>Understand a question or instruction that has two-three parts.</p> <p>Understand 'why' questions and respond appropriately.</p> <p>Knows many rhymes and can talk about familiar stories.</p> <p>Sing a large repertoire of songs.</p> <p>Be able to express a point of view using words and actions.</p> <p>Speaks in clear sentences.begin to use past and future tenses.</p>
Reception	<p>Maintain attention in new situations and shift attention when required.</p> <p>Link events in a story to their own experiences.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Respond to others appropriately in play.</p> <p>Engage in story times.</p> <p>Engage in non-fiction book.</p>	<p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Listen to, engage in and talk about selected texts to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell/create own stories for teacher scribing.</p> <p>Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.</p> <p>Retell a story with exact repetition.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experience.</p>



The Reception Year provides the foundation for communication and language skills the children will build upon in Year one.

In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage.

Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

National Curriculum, 2014

Personal, Social and Emotional Development

Coverage	Autumn	Spring	Summer
Nursery	<p>Find ways to calm themselves through being comforted by a key person.</p> <p>Find ways of managing transitions into school</p> <p>Be increasingly able to talk about emotions</p> <p>Talk about feelings in more elaborated ways.</p> <p>Learn to use the toilet with help and then independently</p> <p>Select and use activities and resources with help when needed.</p>	<p>Settle at activities for a period of time</p> <p>Come to setting happy without need for intervention</p> <p>Talk about feelings using words such as happy,sad and calm</p> <p>Be increasingly independent in meeting own care needs-going toilet and washing hands.</p> <p>Develop sense of responsibility.</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk with others to solve conflict</p> <p>Understand gradually how others might be feeling.</p>
Reception	<p>Can show concern for others and show awareness of how their actions may impact on others.</p> <p>Talk with others to solve conflicts.</p> <p>Can identify how they are feeling on the Colour Monster feelings board.</p> <p><i>Beginning to express their feelings and consider the perspectives of others.</i></p> <p><i>Begin to Share and take turns</i></p> <p><i>Can usually tolerate when needs are not met.</i></p> <p><i>Can talk about what they are doing and why</i></p> <p><i>With support, get changed for PE lessons.</i></p>	<p>Can make choices and communicate what they need.</p> <p>Can name people in school they can turn to if they help or are worried.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Knows it is important to work together to look after our classroom resources and our school grounds.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p>	<p>Show an understanding of their own feelings and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says,follow instructions involving several ideas or actions.</p> <p>Try new activities and show independence in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>

The Reception Year provides the foundation for many skills the children will build upon in Year one. The school currently follows My Happy Mind

My Happy Mind is delivered throughout the school and is broken into several units.

See themselves as a valuable individual. (Celebrate)

Build constructive and respectful relationships. (Relate)

Express their feelings and consider the feelings of others. (Meet your Brain, Relate)

Show resilience and perseverance in the face of challenge. (Engage)

Identify and moderate their own feelings socially and emotionally. (Meet your Brain)

Think about the perspectives of others. (Relate)

The My Happy Mind progression map is available on the school website.

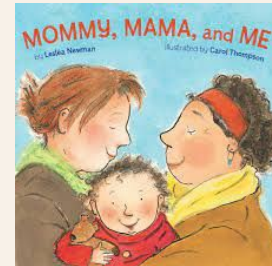
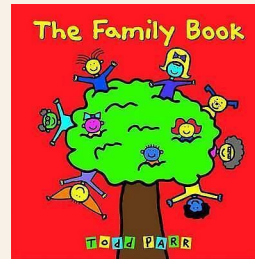
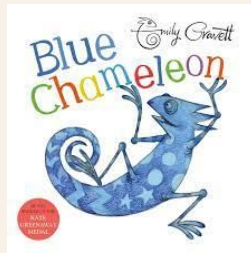
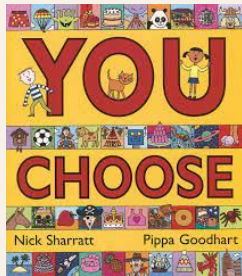
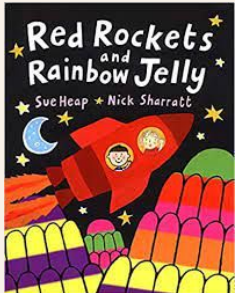


RSHE

Coverage	Autumn	Spring	Summer
	Branch 1 - Creation and Covenant Branch 2– Prophecy and Promise	Branch 3- Galilee to jerusalem Branch 4- Desert to Garden	Branch 5 - To The Ends Of The Earth Branch 6- Dialogue and Encounter

Each branch is detailed separately in the Re branch overviews on the EYFS web page.

RSHE Key Texts- explored throughout the year



Physical Development



Through access to continuous provision the children will...

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
 Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.
 Use the woodworking equipment safely and responsibly.
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Develop overall body-strength, balance, co-ordination, and agility.
 Develop the foundations of a handwriting style which is fast, accurate and efficient.

Fine motor Development

Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc.
 All areas of learning are interconnected and not all learning has a predetermined outcome.

The Reception Year provides the foundations for many skills the children will build upon in Year One.

Year 1 expectations from REAL PE

Coordination – Floor Movement Patterns
(Static Balance – One Leg Standing)

I try several times if at first I don't succeed and I ask for help when appropriate.

I can follow instructions, practise safely and work on simple tasks by myself.

Dynamic Balance to Agility Static Balance – Seated

I can help praise and encourage others in their learning.

I can work sensibly with others, taking turns and sharing

Dynamic Balance Static Balance – Small Base

I can begin to order instructions, movements and skills. With help I can recognise similarities and difference in performance and I can explain why someone is working or performing well.
 I can understand and follow simple rules and can name some things I am good at

Coordination – Ball Skills
Counter Balance in Pairs

I can begin to compare my movements and skills with those of others.

I can select and link movements together to fit a theme. I can explore and describe different movement.

Coordination with Equipment
Agility – Reaction/Response

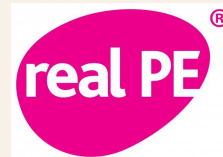
I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.

Agility – Ball Chasing
Static Balance – Floor Work

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

I am aware of why exercise is important for good health.



Literacy- Reading and Comprehension

Curriculum Coverage	Autumn	Spring	Summer
Nursery	<p>Enjoys sharing books with adults. Have favourite books and seek them out to share with an adult. Repeat words of phrases from familiar stories. Notice some print such as the first letter of their name, a bus or door number, or a familiar logo. Ask questions about a book Develop play around favourite stories using props. enjoy drawing freely Build their own name using letter cards.</p>	<p>Develop their phonological awareness so that they:</p> <ul style="list-style-type: none"> - spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound. <p>Recognise their name without a picture prompt Engage in stories learning new vocabulary copy their own name using a letter card. Often add some marks to their drawings which they give meaning to. Add some recognisable shapes/letters for those in their name.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read a few common exception words matched to the schools phonics programme (Twinkl Phonics) Engage in extended conversations about stories using their new vocabulary. Use some of their print and letter knowledge in their early writing. Writing some or all of their name Write some letters accordingly.</p>
Reception	<p>Experience and respond to different types of books, Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our phonic programme.</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

The school follows the Twinkl Phonics programme. Nursery children will be completing Level 1 of the programme whilst Reception will be completing Levels 2,3 and 4 over the course of the year, preparing them to start level 5 immediately in Year One

Literacy- Writing

Curriculum Coverage	Autumn	Spring	Summer
Reception	<p>Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Orally compose a sentence and hold it in memory before attempting to write it</p> <p>Orally spell VC and CVC words by identifying the sounds.</p> <p>Write own name.</p> <p>Form letters from their name correctly. Recognise that after a word there is a space.</p> <p>Level 2 Phonics</p>	<p>Build words using letter sounds in writing.</p> <p>Use talk to organise describe events and experiences. Begin to write a simple sentence with support. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.</p> <p>Spell some irregular common (tricky) words e.g., the, to, no, go independently. Holds a pencil effectively to form recognisable letters.</p> <p>Level 3 Phonics</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Level 3 and Level 4 Phonics</p>

Reception focus in Talk4Writing, Helicopter Stories and Drawing Club to ensure good progression of writing for all children in order for them to meet the expectations of the Year One Curriculum. Children in Nursery are also exposed to these techniques to ensure good academic progress continuing into their Reception year.

Typical Writing Progression



Pre-Writing			Letter Strings		
Pictures	Random Scribble	Scribble Writing	Symbols	Random Letters	Letter Strings
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Symbols that represent letters	Letters have no relationship	Letter strings move from L to R and move down the page
					
Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Vowel sounds appear Evidence of tricky words	A child hears beginning, middle and end sounds.	Whole sentence writing develops, spaces in between words	Multiple related sentences with many words spelled correctly, punctuation evident.
					

Mathematics

Curriculum Coverage	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> Recite Numbers in order to 5. Take part in number and finger rhymes to 5. React to changes in quantity of a group of up to 3 objects. Compare amounts sayings lots, more, some. Talk about and explore 2D shapes using informal mathematical language Understand position through words alone: the bag is under the table. Talk about and identify patterns around them. 	<ul style="list-style-type: none"> Begin to subitise amounts to 3. Recite numbers to 5 Know that the last number reached when counting tells you the total. Show finger numbers up to Link numerals and amounts to 5. Compare quantities using language of more than, fewer than. Talk about and explore 3D shapes using informal mathematical language. Describe a familiar route. Begin to use language of measure correctly Extend and create a ABAB pattern. 	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers to 5. Count objects, actions and sounds up to 10. Compare numbers to 5. Recognise the one more than/one less than relationships between consecutive numbers to 5. Explore the composition of numbers to 5. Select shapes appropriately: flat surfaces for building , a triangular prism for a roof. Make comparison between objects related to size , length weight, capacity. Notice and correct an error in a repeating pattern.
Reception	<p>Mastering Number- Delivered 4x a week.</p> <p>Coverage (White Rose Maths block titles)</p> <ul style="list-style-type: none"> Match, sort and compare Talk about measure and patterns 1,2,3,4,5 Circles and triangles Shapes with 4 sides 	<p>Mastering Number- Delivered 4x a week.</p> <p>Coverage (White Rose Maths block titles)</p> <ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 6,7,8 length , height and time Building 9 and 10 Explore 3-D shapes 	<p>Mastering Number - Delivered 4x a week.</p> <p>Coverage (White Rose Maths block titles)</p> <ul style="list-style-type: none"> To 20 and beyond manipulate , compose and decompose Sharing and grouping Visualise build and map Make connections.



The Reception Year provides the foundation for mathematical skills the children will build upon in year one. For more information view the separate Mathematics overview on the school website.

Early Learning Goal:

Have a deep understanding of number to 10, including the composition of each number.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding The World

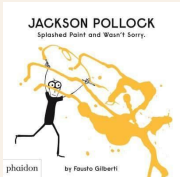
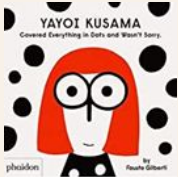

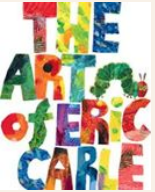

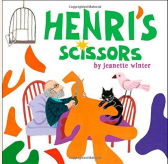
Curriculum Coverage	Autumn	Spring	Summer
Nursery	<p>Name animals and their young, name habitats.</p> <p>Explore how things work.</p> <p>make connections between their families and other families.</p> <p>notice difference between themselves and people close to them.</p> <p>name and describe people familiar to them.</p> <p>Use all their senses in hands on exploration of natural materials.</p>	<p>Begin to make sense of own life and family history.</p> <p>understand what a plant needs to grow and care for a plant.</p> <p>sequence events of their day</p> <p>begin to understand the key features of the life cycle of a plant.</p> <p>begin to understand the need to care and respect for the natural environment and all living things.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about what they can see in photos.</p> <p>Understand that some places are special to members of their community</p> <p>Describe what they see, hear and feel outside.</p>
Reception	<p>Recognise some environments that are different to the one in which they live. Describe features of their own family, talk about families in other countries.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Understand important processes and changes in the natural world around them.</p>	<p>Understand the past through settings, characters and events encountered in stories. Engage with traditional tales from other cultures.</p> <p>Make observations and drawing pictures of plants.</p> <p>Explore processes of changes in natural world.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>



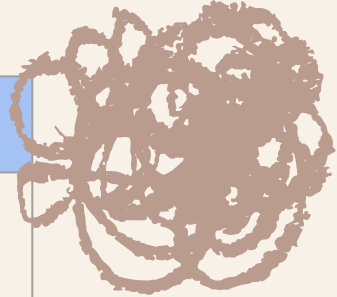
View how 'Understanding the World' in EYFS links to several key curriculum subjects in Year 1 in the separate subject handbooks.



Expressive Arts & Design

Curriculum Coverage	Autumn	Spring	Summer
Nursery	<p>Knows some primary colours</p> <p>Experiments with colour mixing but with no intention to mix a certain colour.</p> <p>Make simple models which express their ideas.</p> <p>enjoy and take part in action songs.</p> <p>start to develop pretend play, pretending that an object represents another.</p> <p>Enjoy banging, tapping, shaking instruments.</p>	<p><i>Can name all primary colours.</i></p> <p><i>Mixes colour for a designed purpose.</i></p> <p><i>Make imaginative and small worlds with blocks and construction kits.</i></p> <p><i>Explore and join different materials together.</i></p> <p><i>Begin to develop complex stories using small world equipment.</i></p> <p><i>Remember and sing entire songs.</i></p>	<p>Knows colours of the rainbow</p> <p>experiments with different tones and shades.</p> <p>draw with increasing complexity and details.</p> <p>sing the pitch of a tone sung by another person.</p> <p>begin to create and improvise their own stories and songs.</p>
Reception	<p>Develop storylines in their own pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Artist Study Jackson Pollock and Yayoi Kusama</p> <div>   </div>	<p>Create collaboratively sharing ideas, resources, and skills</p> <p>Combining different media and skills.</p> <p>Exploration of natural resources for art - Rubbings of leaves and plants. Exploring art through use of AI</p> <p>Artist Study Yves Klein. Eric Carle</p> <div>   </div>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and try to move in time with music</p> <p>Artist Study - Andy Warhol Henri Matisse</p> <div>   </div>

View how 'Expressive Arts & Design' in EYFS links to several key curriculum subjects in Year 1 in the separate overviews.



Key Texts throughout the year

Here are just a few of the many books the children will be exploring during their time in Early Years..

